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YALE LAW JOURNAL

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THE present accommodations for the Law School are wholly inadequate. Its situation in the top of the Court House is isolated, inconvenient and cramped. Contiguity to the courts is of service, but enlargement to keep step with the growth of classes is impossible. While pent up and huddled together on one floor, recitations must soon suffer and library research be often cut off. Distance and inaccessibility sever it from its natural connection with the university at large. This condition of things is an obstacle to progress, and unsuited to the dignity of the school. Unless soon changed, it must fail to meet the requirements of the students.

The prosperity of Yale under its present administration has been very great. The long line of great buildings rising on the campus testify in an imposing fashion to the era of New Yale. The old brick row, solitary remnant of the past, recalls the narrow college. The lofty edifices of the quadrangle speak of their logical conclusion—university reconstruction in harmony with modern life and thought. But these generous gifts have been given almost exclusively to the undergraduate departments. To donors, Yale has long meant and still means Yale College. The immense value and importance of the professional schools as the culmination and crown of the university system has been quite overlooked, and they have been left, in the main, starved and beggared, while the college has absorbed the funds. The result of this process is that the professional schools of Yale resemble, in too many instances, sporadic growths which have

been left to struggle along as best they might without any organic relation or vital connection with the undergraduate departments; and the natural transition of Yale graduates to Yale professional schools interrupted in a manner greatly to be regretted. No one can begrudge the material strength of the college proper. Its needs are very great. But the abandonment of the professional schools has resulted in an inharmonious development and disorganization. They are not in their relative position, and the work they ought to do to make Yale a broad and many-sided university is largely left incomplete.

Just now the Law School suffers most because its opportunities are the greatest and its funds the least. It has pushed its way up without endowment. It has none now with the exception of one professorship. The university treasury has been unable to assist it to any appreciable extent. Practically it is self-supporting. Of necessity this limits the usefulness of the school. Without room to grow and soil to grow in growth will cease, and it cannot be doubted that the students of the future will make greater demands than the students of the past. Will the friends of the Yale Law School come to its assistance, and help it to evacuate its present quarters? A beginning has already been made. A building fund has been started and amounts to nearly thirty thousand dollars. It has been subscribed for by Connecticut alumni alone. In addition, the corporation has purchased a very convenient and accessible lot on Elm street, between Temple and College streets. This site will be given as soon as the necessary funds for the building can be obtained. Prof. Francis Wayland is the treasurer of the fund, and any amounts, small or large—but particularly large, will be welcomed. The cost of the proposed building will be about a hundred thousand dollars. Its immediate construction is a matter of vital importance to the Yale Law School.

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It is a proverb among lawyers that evidence can be learned only in a court room. Yet this branch of the law occupies a prominent place in every law school curriculum. A large part of the course is devoted to its study. Evidence should not be a difficult subject to master, but it seems to be the bugbear of every student. Why is this so? Simply because no foundation is laid for the study. Whether the student learns evidence from cases or from Greenleaf, he is plunged into the midst of a lot of rules for which he can see no reason. In no other branch is he required to

accept and learn what, at the time, are to him dogmas supported by no principle. And yet the law of evidence is neither dogmatic nor illogical. It is founded in reason and exact justice. Is there not some way to reveal this underlying reason and unfold to the student the methods by which the exact justice is reached? True, the law of procedure is more difficult to learn than is substantive law. Yet in pleading, the other branch of the law of procedure, the student is given a theoretical foundation upon which to build his practical structure. Such a method should be followed in evidence. Let a few lectures upon the theory of evidence precede the work in Greenleaf. Give the student a chance to comprehend the theory pure and simple, in all its logical derivation. Let him have a bird's-eye view of the entire subject. He will find his way much plainer when he comes to practical details.